**K-5 Math Lesson Plan**

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| **Teacher: Falkener** | | | **Grade: 5th** | | | **Date(s)**: August 2012 |
| **Unit Title:**  Understanding the Decimal Place Value System | | | | **Corresponding Unit Task:**  **(**Task 2 Final Day, *Intro to TASK 3)* | | |
| **Essential Question(s): How do I read, write, and use decimals to the thousandths using standard form**  **( base 10 numerals), word form (number name), and expanded form?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Base 10 models, vocabulary cards,  Copies of Task 2 post- assessment,  Overhead projector / white board,  decimal cards | | **Student:**  Pencils,  cover sheet,  student math journal  (optional for *extension activity:* clothes pins, clothes line material, fraction number cards) | | | Ascending, descending, decimal  \* Review of previous vocabulary:  Thousands, hundreds, tens,  ones, tenths, hundredths, thousandths,  Base ten numeral, expanded form,  Number name. | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  √ 2. Reason abstractly and quantitatively.  √ 3. Construct viable arguments and critique the reasoning of others.  √ 4. Model with mathematics.  √ 5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **5.NBT.3a Read, Write, and compare decimals to thousandths.**  **Read** and **write** decimals to thousandths using base-ten numerals, number names, and expanded form, e.g. 347.392=3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000). | | | | | |
| **I Can Statement(s):** I can read decimals to the thousandths using base ten numerals.  I can read decimals to the thousandths using number names.  I can read decimals to the thousandths using expanded form.  I can write decimals to the thousandths using base ten numerals.  I can write decimals to the thousandths using number names.  I can write decimals to the thousandths using expanded form. | | | | | |
| **Activating Strategy/Hook:** The students will name the pictorial representations on the given vocabulary cards as review for task 2 assessment. (focus on but not limited to: Base 10 numeral , Number name, Expanded form (***Review fraction and decimal forms for both***)  Review all terms for Place Value: Thousands, hundreds, tens, ones, tenths, hundredths, thousandths, cube, flats, rods, and unit cube) | | | | | |
| **Teacher Directed:**  Review: For each base 10 unit, the teacher will identify their values and how they fall in base ten sequence.*(****Cube, flats, rods, and unit cube)***  The teacher will remind students that the largest unit will always represent *a whole*. | | | | | |
| **Guided Practice:**  Using *Chart T* below, the teacher will guide students in completing the chart- using pictorial representations, Base 10 numeral, number names, and expanded form.  *Chart T*   |  |  |  |  | | --- | --- | --- | --- | | **Pictorial** | **Base Ten Numerals** | **Number Name** | **Expanded Form** | |  |  |  |  |   The teacher will answer any remaining questions before giving *Task 2 Assessment*. | | | | | |
| **Independent Practice:** *Task 2 Assessment* provided in Common Core materials. | | | | | |
| **Closing/Summarizing Strategy:**  The teacher will introduce vocabulary: ascending, descending. Students will be placed into groups. Each group will be given a set of decimal number cards to order from least to greatest. Once all cards have been ordered, students will get a card and stand in ascending order. When all groups have completed the activity each group will share with the class then the entire class will order themselves as one “human” number line. Fun! Fun! Fun! | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * *Number Clothes Line* with partner ordering decimals and fractions in ascending and descending order.   *(materials: fraction, decimal, and whole number cards, clothes pins, clothes line material)* | | | * Modify assessment as needed for struggling learners. * Limit number of decimal numbers to compare at one time. Use lots of visual aides to organize this comparison.   (ex: 0.3456)  0.3458 | | | •Abbreviated form of task provided after the original task if needed.  Writing to Learn: After key points in the unit (after each task?), have students write in a journal using the following sequence:  •Record: state what they have learned  •Compare: Students pair up and compare what they have written and clarify.  •Revise: Based on the interaction, students create a more developed and polished version of their statements.  •Combine: Students collaborate to mesh their summaries  •Review: Students use previous entries to prepare and guide them through subsequent tasks.  • (Adapted from “Writing to Learn” by Robert Marzano in Educational Leadership, February 2012.) |
| **Assessment(s):**  Teacher review of student responses on*Task 2 Assessment* completed for independent practice. | | | | | | |
| **Teacher Reflection:**  • What went well?  • How can I improve?  • How can I increase time on-task/rigor?  • Were there any holes in the lesson?  • Which things did students struggle with the most?  • What were they successful with?  • Do any students need to be remediated? | | | | | | |